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said that it can all be found without trouble in our standard Grammars. It is hall-marked Latin.

The 'dot' system of marking pauses is one that is open to question until it has been tested with the students for whom it was devised. Of the value of the principle which it is designed to inculcate, that of grasping the meaning of word-groups, there can be no question. An elaborate exposition of a method of reading is given in the Introduction to the book.

One may hazard the opinion that the little collection will prove quite as useful for senior preparatory students as for second year pupils. The teacher of the latter grade might not feel the need of such constructions as the ablative gerund equivalent to a participle, the future infinitive passive, clauses with *quippe qui*, or *ut qui*, etc.

There is a hint of kindly feeling for certain idioms, but the fables are admirably told, and the impeccable Latin is the utterance of a scholarship of which we may be proud.

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### CORRESPONDENCE

Professor Dennison's editorial in THE CLASSICAL WEEKLY 9.81-82, on the reading of Caesar's Gallic War in the second year of the High School course, has opened a field for valuable discussion. As one who has recently taught the Commentaries to second year High School pupils, I should like to support Professor Dennison's position.

In spite, however, of the strength of the arguments for the Commentaries, a protest is registered in THE CLASSICAL WEEKLY 9.108-109. The writer there argues that the American boy or girl does not appreciate the value of *any* documents of history. So much the worse for the American boy or girl—this is certainly an "unpleasant" situation, as the protester implies. Should we not deplore it rather than cater to it? If the mere fact that the Gallic War is a history is to oust it from the curriculum, plainly several subjects of a similar nature will have to go, both from the tenth year and from earlier grades.

To refute further the affirmation that the Commentaries possess human interest, Professor Lockwood asks how many classicists keep a copy of Caesar on their shelf of favorite books, and how many find Caesar interesting in an English translation. It may be answered that few true *classicists* find *translations* of any Greek or Latin author satisfactory, especially when no more art has been expended upon them than has usually been exerted upon editions of the Gallic War in English. As to the first question, the chances are ten to one that there are more copies of Caesar among favorite books than there are of the Puer Romanus, which is apparently suggested as a substitute for the Commentaries.

I am willing to concede that the agitation over the Direct Method has accomplished something in joggling certain lethargic classicists out of their comfortable ruts. I am all the more ready to grant that the most valuable contribution of the Direct Method is *not* the oral instruction! But I cannot agree with Professor Lockwood that the decline of the Classics is due largely to the retention of Caesar and Cicero in their traditional places.

From my own experience, the criticism that I have to make upon the second year Latin course is that the amount of reading required is out of proportion to the time at one's disposal. In the Public Schools particularly, manual training, domestic science, athletics, gymnastics, music, drawing, and various 'attractions', not to mention additional academic subjects, have made vast inroads upon the pupils' time and attention. I should like to see the reading for the second year cut down to three books in amount, two of them to be read critically; the siege of Alesia in the seventh book should by all means be included. It would thus be possible to make very short assignments for the first three or four months, when haste is most fatal, and to do much sight reading under the supervision of the instructor. There would also be ample time for prose composition, and for alluring accessories to stimulate the "infants" who could not experience the "intellectual thrill" of Caesar's "crisp Latinity". I am confident that, under these conditions, it would require neither a fine art nor extraordinary equipment to humanize Caesar. Even as it is, I would subtract from the hyperbole of the protest, and maintain that, with all odds against them, many teachers of moderate powers, with but the average allotment of time, with a few good pictures and charts, with several coins and other easily secured antiquities—and a *daily newspaper*—can and *do* make Caesar interesting.

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### GERMAN TRENCHES ON A ROMAN BATTLE FIELD

The following is a translation of a letter from the French theater of war which appeared in the Neue Jahrbücher für das klassische Altertum for 1915, page 352. The letter is unsigned and undated, but the periodical was printed May 20, 1915.

"Our position here follows in the main the important ancient road from Laon to Reims. This road is supposed to date from Roman times. We have cut through or undermined it at many points, in order to prepare trenches or shelters. The massive blocks which we thereby struck far below the surface seemed to confirm the supposition. Moreover, the neighborhood is not uninteresting in other respects. Exactly in our section Caesar fought his battle with the Belgians (B. G. 2.1-15), though of course facing in the opposite direction. The crossing <of the river Aisne> took place at Berry-au-Bac or Pontavert, both being places heavily bombarded by us. And it gave me really immense pleasure to read in old Caesar: *Palus erat non magna inter nostrum atque hostium exercitum* (Chapter 9). If we had looked up Caesar back in the autumn, we should perhaps have been more sensible in planning our first-line and communicating trenches, which have all been flooded since Christmas by the brook Miette".

Caesar followed the Gallic road on which the Roman road was built from Reims (Durocortorum) to the Aisne (Axona) river; there he turned west to Soissons (Noviodunum) after defeating the Belgians. Not the least strange circumstance connected with the war is that it should lead to archaeological discoveries. Such have been reported from other sites. One recalls the fact that trench digging is as important a phase of his work to the archaeologist as it is to the soldier.

Particularly interesting is the reference to the swampy ground caused by the brook Miette. It caused the ancient Belgians to change their plan of attack and made their defeat certain. Perhaps it has caused the modern Germans more than mere inconvenience.

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